

CHAPTER I INTRODUCTION

This chapter explained the background of the study, problem of the study, hypothesis of the study, limitation of the study, assumption of the study, object of the study, significance of the study, operational definition, and framework of discussion.

A. Background of the Study

Language is a set of rules used by human as a tool of their communication. The use of the language is governed by the conventional rules shared by the speakers of the language. In order to be successful to join a communicative interaction, the members of speech community must use their language according to the conventional rules they share among themselves.¹

One of the international language is English. English is the language used by most countries among other languages in the world. As Jack C. Richards and Theodore S. Rodgers said, "Latin was most widely studied as foreign language five hundred years ago. However, English has become the most widely studied foreign language today."²

In the context of English as Foreign Language in Indonesia secondary schools, the attainment of communicative competence has become the goal of ELT since the 1984 English curriculum. At the level of philosophy, the competence-based curriculum still adopts the theory of language as a means of

¹SangamSiahaan, *Issue in Linguistics*, Yogyakarta, : GrahaIlmu, 2008, p 40

² Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching*, New York: Cambridge University Press, 1986, p. 1.

communication. The teacher can use various technique and media in teaching English as long as it is relevant with those principles. In teaching of writing skill, teachers of English minimally need to recognize two essential approaches in teaching English writing skill, i.e. product-based approach and process-oriented approach. In relation to the learning English as Foreign Language in writing skill, process approach in learning writing as become a trend in ESL context as revealed from the previous studies on teaching writing.³

Based on the Minister of Educational and culture decree No: 372/2003 dated December 12, 2003 that English becomes the first foreign language and compulsory subject that should be taught in Indonesian school starting from junior high school up to university level.⁴

English language, there are four skills to be mastered. They are listening, speaking, reading and writing. Writing is one of the four language skills which is very important to learn. It has been known that, writing is not easy. Among the skills, writing is the most difficult skill to be learnt, because it needs hard thinking in producing words, sentences, and paragraph at the same time.

As Jack C. Richard and Willy A. Renandya said, “writing is the most difficult skill for second language learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text.”⁵

³Ika Tri Mustika Sari, *Investigating The Students' EFL Problems On The Use Of Auxiliary Did, Do, And Does Faced By The Eleventh Grade Of SMAN 1 Sematu Jaya.*

⁴Ketetapan Menteri Pendidikan dan Kebudayaan Republik Indonesia No. 372 Tahun 2003 Tentang Pengajaran Bahasa Inggris di Indonesia

⁵ Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of current practice*, New York, Cambridge University Press:2002, p.303

Based on curriculum of senior high school which recommended by the government, there are some texts which have to be mastered by the student of senior high school. One of them is recount text.

Recount text is the text that shares a story of what happened in the past. With this text, the writer wants to tell the readers what (s) he or someone else experienced. The text structure of a recount is orientation (tells the readers the main idea and setting of the story), series of events (story develops based on the sequence of the events) and re-orientation.

There are many strategies to increase the student's competence in teaching writing. In this research, guided - questions can help the students to explore their idea in learning writing skill like Raymond in Muhammad Bagus Nawawi said that questions can be a way of playing with material before deciding what we want to make of it, like toying with modeling clay until it takes a vague shape that suggest the final shape it ought to take. If we happen to know in advance what sort of writing we want to do, we can turn directly to the questions that are most suitable for that sort of writing. If we do not know what sort of writing we want to write, working through several sets of questions may lead we to a purpose as well as to information.⁶

Based on writer's observation on October 02, 2014; most of the students tenth grade of SMA NU Palangka Raya have problem related to writing ability. They are still confused of how to organize their ideas and develop their idea into

⁶ Muhammad Bagus Nawawi, "Improving Students' Writing Skill Descriptive Text Through Guided Questions (An Action Research at eighth grades of SMP PGRI 1 Ciputat-kota Tagerang Selatan)". (Jakarta : State Islamic University Syarif Hidayatullah Jakarta, 2011.) Unpublished Skripsi.

paragraph. That was the reason why the writer chose the students tenth grade of SMA NU Palangka Raya as subject of her study. So the writer's interests to use the guided – questions strategy to help the students to improve their writing ability, especially in writing recount text.

Because of that problem, the writer try a strategy that is guided – questions strategy. The writer hopes by using this strategy, the students can make it easier to write what should write in recount text. This strategy is expected can help the students to make a recount text.

There were some reasons why the writer conducted the study on guided - questions strategy. First, the writer believes that by giving guided – questions strategy with what/who, when and where related with the topic. By answering the questions, the students could easily arrange the orientation aspect by using the answers that they have had. This strategy can help the students to solve their obstacles in developing ideas. In events, the guided - questions also can help the students in determining the events that they want to develop. By answering the question, such as what happened next, the students can develop their writing ideas in sequence and related to the topic. Finally for the orientation, by answering the question such as what it did, the students can tell about the events in their travelling for their recount text.

Based on reasons stated above, the writer took a title of research **“The Effect of Guided - Questions Strategy on The Students' Skill in Writing Recount Text at The Tenth Grade of SMA NU Palangka Raya”**.

B. Problem of Study

Based on the background of the study above, the writer formulated the problem as follow:

Is there any significant effect of using guided - questions strategy toward the students' writing score of recount text at the tenth grade students at SMA NU Palangka Raya?

C. Objective of the Study

In line with the research problem above, the objectives of this research is: to measure whether or not guided - questions can improve effectively ability in tenth grade students' score in writing recount text at SMA NU Palangka Raya.

D. Assumption of the Study

There are two assumptions in this study, they are:

1. Questioning is one of effective strategy that could be used in teaching learning writing process based on the result of previous studies.
2. The students' writing scores of recount text would increase by using guided - question strategy.

E. Significance of the Study

1. Theoretically : After research, it is hoped that it can give contribution to strengthen the existing theories written in chapter II in order to develop in teaching learning process. It can help to involve the students in teaching

learning process by directly. Beside that also supposed can give perspective addition during the last time.

2. Practically :

a. Teachers

The result of the study will be useful for English teacher who learn the research result, it means that they can use guided questions strategy to improve their teaching, especially in teaching writing. It also can help the students to learn English. This research can give the teacher an alternative method in teaching English, Students especially in teaching writing.

b. Students

The writer also hopes that the result of the research will be useful for student in order that the students can learn how to make a good paragraph in writing lesson.

c. Readers

This study is expected to give a contribution to other researchers, particularly the students of SMA NU Palangka Raya.

F. Variable of The Study

Variable is a property or characteristic which may differ from individual to individual or from group to group. A great deal of research is carry out in order to identify or test the strength of relationships between variables. When one variable influences or affects a second variable, the first variable is

called an independent variable, and the second is called a dependent variable.⁷

The present study included the following variables:

1. Independent variable: Guided - question as a strategy used in teaching of writing recount text (X).
2. Dependent variable : The students' scores in writing recount text (Y).

G. Hypothesis of the Study

Hypothesis is a formal statement about an expected relationship between two or more variables which can be tested through an experiment.⁸ The hypothesis was divided into two categories they were Alternative Hypothesis and Null Hypothesis:

- a. Alternative Hypothesis (Ha) : There is significant effect of using guided - questions strategy toward the students' writing of recount text at the tenth grade students at SMA NU Palangka Raya
- b. Null Hypothesis (Ho) : There is no significant effect of using guided - questions strategy toward the students' writing of recount text at the tenth grade students at SMA NU Palangka Raya

The writer formulated the hypothesis because it would make the writer easy to focus on collecting the quantitative data based on variables in the hypothesis.

H. The Scope and Limitation of the Study

⁷ David Nunan, *Research Methods in Language Learning*, New York: Cambridge University Press, 1992, p. 232-233.

⁸ Ibid, p.230.

This research focused on the teaching writing of recount text at tenth grade of SMA NU Palangkaraya at the first semester 2015/2016 academic year. The scope in this study was done to investigate the effect of a material, especially the effect of guided - questions strategy in learning recount text. To make it deeper, the study was limited the students' ability improvement in writing recount text through guided - questions. The writer chose a text type of recount text for avoiding the deviation from the topic. The material was relevant based on Competence Standard and Basic Competence which include in KTSP (School Based Curriculum) as curriculum used by this school.

I. Definition of Key Terms

To make readers have the same perception for some terms used in this study, so the following definitions need, they are:

1. The Effect

The effect is a change caused by something.⁹ That also means a change of something because treatment.

2. Writing

Writing as a process is oriented towards work in progress and the development of new skills, rather than merely evaluative tasks, the classroom practices, therefore, will vary from each other.¹⁰

3. Recount text

⁹ Karen E Patzelt, Principle of WL and implications for ESL learners, Pall, 1995 p 3.

¹⁰Endang Fauziati, *Teaching English as a Foreign language*, Surakarta: Muhammadiyah University Press, 2002, p. 151.

Recount text means kind of genre text, containing about retell events for the purpose of informing or entertaining.¹¹

4. Guided - Questions

Guided Question is a strategy for teaching English in which the teacher gives open-ended questions to the students focus on prewriting and drafting stages apply to a topic in teaching writing.

J. Frame of Discussion

The frameworks of the discussion of the study as follow:

Chapter I : Introduction consists of background of the study, problem of the study, objective of the study, assumption of the study, significance of the study, variable of the study, hypothesis of the study, the scope and limitation of the study, operational definition, and the framework of the discussion.

Chapter II : Review of Related literature includes some points, they are: previous studies, the definition of guided – questions, the use of WH-Questions, the advantages of guided – questions, the procedures of teaching writing by using guided – questions strategy, the definition writing skill, the purpose of writing, the process of writing, assessment of writing, definition of recount text, generic structure of recount text, the example of recount text and teaching writing recount text in senior high school.

¹¹Rudi Hartono, *Genres of Text*, English Department Faculty of Language and Art, Semarang State University, 2006, p.6

Chapter III : Research Method consists of time and place of the study, research type, and approach of the study, population and sample, data collection procedures, research instruments, research instruments validity, research instruments reliability and data analysis.

Chapter IV : Result of Study which covers Description of the data, test of normality and homogeneity, result of the data analyses and discussion.

Chapter V : Closing covers conclusion and suggestion.